

Clap! Shake! Play! Sing!

Ilene Cohen and Ann Wagner

Santa Monica Public Library

FAVORITE ACTION SONGS

Alouette Game (Tune: *Alouette*)

Alouette, little Alouette, *(clapping)*
Alouette, play a game with me!
Put your fingers on your head! *(put fingers on your head)*
Put your fingers on your head
On your head, On your head
Oh..... *(move arms slowly back to sides)*

Alouette, little Alouette, *(clapping)*
Alouette, play a game with me!
Put your fingers on your ears! *(put fingers on your ears)*
Put your fingers on your ears
On your ears, On your ears
On your head, On your head *(put fingers on your head)*
Oh... *(move arms slowly back to sides)*

Alouette, little Alouette, *(clapping)*
Alouette, play a game with me!
Put your fingers on your nose! *(put fingers on your nose)*
Put your fingers on your nose
On your nose, On your nose
On your ears, On your ears *(put fingers on your ears)*
On your head, On your head *(put fingers on your head)*
Oh... *(move arms slowly back to sides)*

Alouette, little Alouette, *(clapping)*
Alouette, play a game with me!
Put your fingers on your chin! *(put fingers on your chin)*
Put your fingers on your chin

On your chin, On your chin
On your nose, On your nose *(put fingers on your nose)*
On your ears, On your ears *(put fingers on your ears)*
On your head, On your head *(put fingers on your head)*
Oh... *(move arms slowly back to sides)*

Alouette, little Alouette, *(clapping)*
Alouette, play a game with me!

Ants In Your Pants (adapted from Wild and Woolly Wiggle Songs CD by Johnette Downing)

There are ants in your pants, you can't get em out so shake shake shake *(shake!)*
There are ants in your pants, you can't get em out so shake shake shake
There are ants in your pants, you can't get em out
Turn your body inside out *(turn around)*
There are ants in your pants, you can't get em out so shake shake shake

There are shrews in your shoes, you can't get em out so shake shake shake *(shake foot)*
There are shrews in your shoes, you can't get em out so shake shake shake
There are shrews in your shoes, you can't get em out
Turn your body inside out *(turn around)*
There are shrews in your shoes, you can't get em out so shake shake shake

There fleas on your knees, you can't get em out so shake shake shake *(shake knees)*
There fleas on your knees, you can't get em out so shake shake shake
There fleas on your knees, you can't get em out
Turn your body inside out *(turn around)*
There fleas on your knees, you can't get em out so shake shake shake

There's a yak on your back, you can't get him out so shake shake shake *(shake back)*
There's a yak on your back, you can't get him out so shake shake shake
There's a yak on your back, you can't get him out
Turn your body inside out *(turn around)*
There's a yak on your back, you can't get him out so shake shake shake

There's a bear in your hair, you can't get him out so shake shake shake (*shake hair*)
There's a bear in your hair, you can't get him out so shake shake shake
There's a Bear in your hair, you can't get him out
Turn your body inside out (*turn around*)
There's a bear in your hair, you can't get him out so shake shake shake

Clap Your Hands

Clap, clap clap your hands (*clapping on the beat*)
Clap your hands together.
Clap, clap clap your hands
Clap your hands together.

Stretch, stretch, stretch your arms, (*stretch on hand, then the other to beat*)
Stretch your arms together.
Stretch, Stretch, stretch your arms,
Stretch your arms together.

Stamp, stamp, stamp your feet (*stamp feet to beat*)
Stamp your feet together.
Stamp, stamp, stamp your feet
Stamp your feet together.

Fold, fold, fold your hands, (*fold hands*)
Fold your hands together.
Fold, fold, fold your hands
Fold your hands together

Croak! Croak! Croak! (Can use a percussive frog rasp)

Croak! Croak! Croak! Said the little frog (*run the stick along the frog's back on each beat*)
Croak! Croak! Croak! Said the little frog
Croak! Croak! Croak! Said the little frog
Down by the merry old pond.

Sing! Sing! Sing! Said the little frog (*run the stick along the frog's back on each beat, but softer*)
Sing! Sing! Sing! Said the little frog
Sing! Sing! Sing! Said the little frog
Down by the merry old pond.

Sleep, sleep, sleep, said the little frog (*rest frog against shoulder like it is going to sleep*)
Sleep, sleep, Sleep, said the little frog
Sleep, sleep, sleep, said the little frog
Down by the merry old pond.

Do As I'm Doing (Can use this with shakers, bells, drums, or just clap.)

Do as I'm doing
Follow, follow me.
Do as I'm doing
Follow, follow me.
If I do it high or low,
If I do it fast or slow...
Do as I'm doing
Follow, follow me.

Down In The Jungle (rhythmic chant)

Down in the jungle with the beat in your feet, (*clap on the back-beat*)
Think of an animal that you'd like to meet. (*have a child yell out an animal name*)
A (Lion), (*clap, clap*)
A (Lion) (*clap, clap*)
She wants to meet a (Lion)! (*clap, clap*) (*Make lion noise: roar!*)
(*repeat and ask for other animals*)

Dr. Dingle Dr. Jingle Dr. Number 9 (rhythmic chant)

Refrain

Dr. Dingle, Dr. Jingle, Doctor #9 (*swaying in place to the beat throughout*)
I just got to say I'm not feeling so fine.
I went to the Doctor and the doctor said,

Let's get the rhythm in our head,

Ding Dong (move head shoulder to shoulder and gently hit with hands on each side).

Now you get the rhythm in the head,

Ding Dong (motion as above)

Now I've got the rhythm in the head,

Ding Dong (motion as above)

Now we've all got the rhythm in our head,

Ding Dong. (motion as above)

Refrain

So let's get the rhythm in the hands, (Clap, Clap).

Now you get the rhythm in the hands, (Clap, Clap).

Now I've got the rhythm in the hands, (Clap, Clap).

We've all got the rhythm in the hands. (Clap, Clap).

Refrain

So let's get the rhythm in the feet, (Stomp, Stomp)

Now you get the rhythm in the feet, (Stomp, Stomp)

Now I've got the rhythm in the feet, (Stomp, Stomp)

We've all got the rhythm in the feet. (Stomp Stomp)

Refrain

So let's get the rhythm in our hips, Hot dog (wiggle hips)

Now you get the rhythm in your hips, Hot Dog (wiggle hips)

Now you've got the rhythm in your hips, Hot Dog (wiggle hips)

We've all got the rhythm in our hips, Hot Dog (wiggle hips)

Refrain

Now let's get the rhythm everywhere.

(after each line: Ding dong...Clap, Clap...Stamp, Stamp...Hot Dog!!)

Now you get the rhythm everywhere.

Now I've got the rhythm everywhere
Now we've all got the rhythm everywhere.

The Finger Band (Tune: Here We Go 'Round the Mulberry Bush)

The finger band has come to town *(marching)*
Come to town, come to town,
The finger band has come to town,
So early in the morning.

Verses

The finger band can play the drums... *(play pretend drum)*
The finger band can play the flute... *(play pretend flute)*
The finger band can play the clarinet... *(play pretend clarinet)*
The finger band can play the trumpet... *(play pretend trumpet)*
The finger band can play the violin... *(play pretend violin)*
The finger band can play the trombone... *(play pretend trombone)*
The finger band can play the piano... *(play pretend piano)*
The finger band can play the guitar... *(play pretend guitar)*
The Finger band has gone away..... *(wave goodbye)*

Flip Flap Jack (Tune: Aiken Drum)

There was a man made out of food,
made out of food, made out of food.
There was a man made out of food,
And his name was Flip Flap Jack. *(Clap on the words, "Flip, Flap, Jack.")*

His face was made of a pancake,
a pancake, pancake.
His face was made of a pancake,
And his name was Flip Flap Jack.

More verses:

His hair was made of whip cream...
His eyes were made of blueberries...

His nose was made of a strawberry...
His mouth was made of a sausage...
His ears were made of oranges...
His body was made of a waffle...
His arms were made of bananas...
His legs were made of bacon...
His feet were made of French toast...
His bellybutton was a raspberry...

There was a man made out of food,
made out of food, made out of food.
There was a man made out of food,
And his name was Flip Flap Jack.

Hello and How Are You? (a great opening song from “Wiggleworms Love You” CD)

Hello, hello, hello and how are you?
I'm fine, I'm fine, and I hope that you are too.
Now everybody clap your hands *(clap your hands to the beat)*
Clap your hand, clap your hands.
Now everybody clap your hands,
Come on and clap your hands.

Bonjour, bonjour, bonjour comment ca va?
Ca va, ca va, j'espere que toi aussi.
Now everybody stomp your feet *(stomp feet to the beat)*
Stomp your feet, stomp your feet.
Now everybody stomp your feet.
Come on and stomp your feet

Hola, hola hola y como estas?
Estoy bien, muy bien y espero que tu tambien.
Now everybody wave hello *(wave “hello” to the beat)*
Wave hello, wave hello.

Now everybody wave hello
Come on and wave hello.

Here We Go Looby Loo (This is the version we use with Remo Shape Drums)

Refrain

Here we go looby loo,
Here we go looby light.
Here we go looby loo,
All on a Saturday night.

Yellow drums bang now. (children holding yellow drums bang them)
Yellow drums bang now.
If you have a yellow drum,
Bang your drum right now.

Refrain

Purple drums bang now. (children holding purple drums bang them)
Purple drums bang now.
If you have a purple drum,
bang your drum right now.

Refrain.

(Continue with the other drum colors.)

Humpty Dumpty Dumpty (From CD, *I am Special Just Because I'm Me*)

Everybody likes to Humpty Dumpty Dumpty (sway to the right and left, swinging arms)
Everybody likes to Humpty Dumpty Dumpty
OH OH OH Humpty Dumpty sat on a wall. (wave hands overhead)
Humpty Dumpty had a great fall (roll hands in circles from high to low)
Humpty Dumpty Dumpty. (sway to the right and left, swinging arms)

Verses

All the boys like to Humpty Dumpty Dumpty...

All the girls like to Humpty Dumpty Dumpty...

I Have a Little Pony (can use a horse puppet with this, but a teddy bear will do)

I have a little pony (bounce horse on lap to the beat)

His name is Macaroni

He trots and trots

And then he stops (freeze, do not move horse)

My funny little Macaroni pony (continue moving to the beat)

The Little Bird Song

Way up in the sky, (Raise arms above head)

the little birds fly, (Flap hands)

While down in the nest, (Cup hands)

the little birds rest. (Press hands together on cheek to "sleep")

With a wing on the left, (Fold hand under arm to make "wing")

and a wing on the right, (Fold hand under arm to make "wing")

The little birds sleep

all through the night. (Press hands together on cheek to "sleep")

(pause)

Shhhhh! YOU MIGHT WAKE UP THE BIRDS! (Spoken with finger to lips)

(pause)

The bright sun comes up, (Raise arms above head)

the dew falls away, (Wiggle fingers as you bring your hands downward)

"Good Morning, Good Morning!" (Make hands "talk" like birds' beaks)

the little birds say.

Little Red Wagon (Traditional song: this adaptation is from "Wiggleworms Love You" CD)

Bouncing up and down in my little red wagon, (Bounce up and down in your chair)

Bouncing up and down in my little red wagon,

Bouncing up and down in my little red wagon,

Won't you be my darlin'.

Verses

Down the hill and around the corner, weeeee!... *(Lean to one side)*
 The wheel fell off and the wagon tipped over, whoa!... *(Lean back with hands in the air)*
 I'm gonna fix it with my little hammer... *(Make hammering gesture and noise)*

The Noble Duke Of York *(use slide whistle)*

The noble Duke of York
 He had ten thousand men.
 He marched them up to the top of the hill *(stand up)*
 And he marched them down again. *(crouch or sit down)*
 And when you're up, you're up. *(stand up)*
 And when you're down, you're down. *(crouch or sit down)*
 And when you're only half way up *(stand halfway up)*
 You're neither up *(stand)*
 nor down. *(sit)*

Silly Hat Song *(prop: very silly hat)*

On my head I have a hat,
 It is such a silly hat
 that my head goes wibble wobble to and fro *(wiggle head)*
 Where else can my silly hat go? *(ask child for suggestions)*

On my foot *(or whatever child suggests)* I have a hat,
 It is such a silly hat
 that my foot goes wibble wobble to and fro *(wiggle foot, etc.)*
 Where else can my silly hat go? *(continue verses asking for suggestions)*

Skinnamarink

Skinnamarink-a-dink-a-dink *(cup elbow in opposite hand, move hand open & shut)*
 Skinnamarink-a-doo *(same on opposite side)*
 I love you *(point to self, cross arms over heart, point to kids)*
 Skinnamarink-a-dink-a-dink *(motions as above)*
 Skinnamarink-a-doo *(as above)*
 I love you *(as above)*

I love you in the morning and in the afternoon *(move arms up to form circle)*
 I love you in the evening and underneath the moon *(open arms and bring down to sides)*
 Skinnamarink-a-dink-a-dink *(motions as above)*
 Skinnamarink-a-doo *(as above)*
 I love you *(as above)*

Tommy Thumb

Tommy Thumb is up. *(Raise up your thumbs)*
 And Tommy Thumb is down, *(Point thumbs down)*
 Tommy Thumb is dancing all around. *(Move thumbs around)*
 He dances on my shoulders, *(Tap thumbs on shoulders)*
 He dances on my head, *(Tap thumbs on head)*
 He dances on my knees *(Tap thumbs on knees)*
 And then he goes to bed. *(Tuck thumbs under armpits)*

Peter Pointer's up, *(continue motions with different fingers)*
 And Peter Pointer's down
 Peter Pointer's dancing all around.
 He dances on my shoulders,
 He dances on my head,
 He dances on my knees
 And then he goes to bed.

Mary Middle's up
 And Mary Middle's down,
 Mary Middle's dancing all around.
 She dances on my shoulders,
 She dances on my head
 She dances on my knees
 And then she goes to bed.

Rosy Ring is up
 And Rosy Ring is down
 Rosy Ring is dancing all around.

She dances on my shoulders,
She dances on my head
She dances on my knees
And then she goes to bed.

Patty Pinky's up
And Patty Pinky's down
Patty Pinky's dancing all around.
She dances on my shoulders,
She dances on my head
She dances on my knees
And then she goes to bed.

All the family's up *(Raise all fingers on both hands)*
And all the family's down
All the family's dancing all around.
Dancing on my shoulders
Dancing on my head
Dancing on my knees
And then they go to bed.

Willoughby Wallaby Woo

Willoughby Wallaby Woo,
An elephant sat on you!
Willoughby Wallaby Wee,
An elephant sat on me!
Willoughby Wallaby Wayla,
An elephant sat on Kayla!
Willoughby Wallaby Wichael,
An elephant sat on Michael.

(Continue, adding each child's name to the song. Can be used with a puppet elephant that "sits" on each child.)

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PICTURE BOOKS FOR MUSICAL STORY TIME

- Asch, Frank. *Barnyard Lullaby*. Simon & Schuster, 1998. Each animal sings to its young. Music included in the back.
- Bates, Ivan (Illustrator). *Five Little Ducks*. Orchard Books, 2006. A picture book adaptation of a favorite children's song, with musical notation in the back. (This song is one we have done in several formats: with a book, as a flannelboard, with a glove puppet.)
- Beaumont, Karen. *Baby Danced the Polka*. Dial, 2004. Lively, rhythmic verse (almost like a rap!) with lift-the-flap guessing game surprises.
- Beaumont, Karen. *I Ain't Gonna Paint No More!* Harcourt, 2005. Hilarious twist to the art of self-expression set to the tune of "It Ain't Gonna Rain No More." Great for phonological awareness, print motivation and vocabulary building as kids guess which part of his body the boy will paint next!
- Carter, David A. *If You're Happy and You Know It* (pop-up, pull tab). Scholastic, 1997. A fun, pull-tab action book to accompany the children's song. Very popular in our story times!
- Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*. Clarion, 1989. Also, *Five Little Monkeys Sitting in a Tree*, Clarion, 1991. Fun picture book versions of the popular children's chants. These can also be done with finger puppets, or as a chant while drumming or using shakers.
- Cox, Judy. (Illustrated by Elbrite Brown). *My Family Plays Music*. Holiday House, 2003. Meet this musical family and learn different instruments and styles of music.
- Cronin, Doreen. *Wiggle*. Atheneum, 2005. We've presented this active book, by the author of *Click Clack Moo*, to the tune of "Turkey in the Straw!"
- Dillon, Leo and Diane. *Rap a Tap Tap: Here's Bojangles—Think of That!*. Blue Sky Press, 2002. Rhythmic verse. Kids can clap, drum, or tap their feet to the refrain.
- Fleming, Denise. *Barnyard Banter*. Henry Holt and Company, 1994. Playful animal noises. Add your own tune, for example, "Skip to My Lou" or "Old MacDonald" work!

Fleming, Denise. *Beetle Bop*. Harcourt, 2007. In the rhythmic, rhyming text, beetles swirl, hum and crash. Can be used with rhythm instrument accompaniment to keep the beat.

Galdone, Paul. *Cat Goes Fiddle-i-fee*. Clarion, 1985. Adaptation of the old English cumulative song.

Greene, Rhonda Gowler. *Barnyard Song*. Atheneum, 1997. Rhyming, mewling, cockadoodledoing text rollicks rhythmically along. We've done the animal noise refrains to the tune of Baa Baa Black Sheep.

Hale, Sarah (photographs by Bruce McMillan). *Mary Had a Little Lamb*. Scholastic, 1990. Everyone likes to join in singing as you do this one.

Hort, Lenny. *The Seals on the Bus*. Illustrated by G. Brian Karas. Henry Holt and Company, 2000. Funny twist on a familiar children's song, with fun animal noises! We've done this one with puppets.

Hurd, Thatcher. *Mama Don't Allow*. HarperCollins, 1984. A noisy, jazzy tale inspired by the traditional American song, with musical notation included in the back. Tom Chapin does a great job with the CD, which can be fun to use with the book.

Krosoczka, Jarrett. *Punk Farm*. Knopf, 2005. This is great fun to perform. We've done it several ways: using the book only, using only simple props—sunglasses, farmer hat, and using a full cast of puppets. Be sure to sing the song, "Old MacDonald Had a Farm," in your own rock style!

Krosoczka, Jarrett. *Punk Farm on Tour*. Knopf, 2007. The band is back, and this time the song is The Wheels on the Bus!

Kubler, Annie (Illustrator). *Head, Shoulders, Knees and Toes*. (board book). Child's Play, 2003. Includes music on the back. Sing along as you turn the pages and point to each body part. Great for babies and toddlers.

Kubler, Annie (Illustrator) *Twinkle, Twinkle, Little Star*. (Big Book) Child's Play, 2002. Sing along as you turn the pages in this big format book.

Langstaff, John. *Oh, A-Hunting We Will Go*. Margaret K. McElderry, 1974. Langstaff selected some of the most popular verses. Musical notation in the back. A good one to do with puppets, too! (Note: Steven Kellogg has a modern version with children preparing for bed, Morrow Junior Books, 1998.)

- Lass, Bonnie and Philemon Sturges (Illustrated by Ashley Wolff). *Who Took the Cookies from the Cookie Jar?* Little, Brown and Company, 2000. Musical notation is included in this fun adaptation of the popular rhythm song/game. Children can shout out the next animal at each page turn and sing along with the rhythmic refrain. Can also be done with puppets.
- Martin, Bill. *Chicka Chicka Boom Boom*. Simon & Schuster, 1989. We've done this one as a rhythmic rap.
- Moss, Lloyd. (Illustrated by Marjorie Priceman). *Zin! Zin! Zin! A Violin*. Simon & Schuster, 1995. A unique counting book in rhythmic verse that introduces instruments and the names for groups of musicians: quartet, etc.
- Pritchett, Dylan. (Illustrated by Erin Bennett Banks). *The First Music*. August House, 2006. A tale inspired by the sounds and rhythms of the west African forest.
- Raffi Songs to Read. *Spider on the Floor*. (Words and music by Bill Russell; Illustrated by True Kelley). Crown Publishers, 1976. One of a series of books illustrating songs, with musical notation in the back. This is a fun one to do without the book, too, with or without a spider hand puppet.
- Raschka, Chris. *Charlie Parker Played Be Bop*. Orchard Books, 1992. Recommended by some education and literacy experts, this book uses wordplay to create a bopping beat. We've used a CD of Charlie Parker playing as background music for the book. A book/CD kit is available.
- Rueda, Claudia. *Let's Play in the Forest While the Wolf Is Not Around!* Scholastic Press, 2006. Based on a children's game that has been popular in France and Latin America for centuries. Includes musical notation in the back.
- Seeger, Pete. *Abiyoyo*. (illustrated by Michael Hays). Simon & Schuster, 1986. If you play the ukulele, this one is a natural to perform. Or just sing—musical notation is included.
- Shannon, George. *Lizard's Song*. (Illustrated by Jose Aruego and Ariane Dewey). Fun story with a musical refrain (musical notation in the back, although you can make up your own tune). Another version of this (fun for getting the children to participate), Coyote's Crying Song, is in the collection, *Twenty Tellable Tales* by Margaret Read MacDonald.
- Smee, Nicola. *Clip-Clop*. Boxer Books, 2006. The rhythmic refrain can be accompanied by claves, or rhythm sticks to mimic horse hooves going faster and faster.
- Thaler, Mike. *In the Middle of the Puddle*. (Illustrated by Bruce Degen). Harper & Row, 1988. We get the children repeating the rhythmic refrain with us. We also added

a rainstick and thunder tube for sound effects, as well as songs, including It's Raining It's Pouring.

Webb, Steve. *Tanka Tanka Skunk*. Orchard Books, 2004. Use a hand drum to emphasize the beat and get the children repeating the refrain. This one is perfect for phonological awareness.

Westcott, Nadine Bernard. *Peanut Butter and Jelly: A Play Rhyme*. Dutton, 1987. A fun, rhythmic action story.

Wheeler, Lisa. (Illustrated by Janie Bynum). *Hokey Pokey: Another Prickly Love Story*. Little, Brown and Company, 2006. Has a rhythmic refrain as the porcupine tries to learn to dance.

Wheeler, Lisa. (illus. R. Gregory Christie). *Jazz Baby*. Harcourt, 2007. A rhythmic, musical, jazzy romp that you can tap, clap, sing, dance and drum along to.

Whippo, Walt (Lyrics). (illus. Joan Paley). *Little White Duck*. Little, Brown and Company, 2000. Big, bright illustrations bring the children's song to life. Musical notation included. This is another one we've done in several formats: as a book and as a flannelboard. Could also be done with puppets.

Ziefert, Harriet (retold by) (Illus. by Simms Taback). *When I First Came to This Land*. (Illustrated by Simms Taback). G.P. Putnam's Sons, 1998. Cumulative verse based on an old folk poem. Many people know this as an action song with movements children can do.

CDs FOR MUSICAL STORY TIME

Circle of Friends. The Parachute Express. Trio Lane Records, 1998.

Children's Songs. Vocals by Susie Tallman and Friends. Rockmebabyrecords.com., 2004.

Dr. Jean and Friends. Jean Feldman. DrJean.org., 1998.

Early Early Childhood Songs. Ella Jenkins. Smithsonian Folkways Recordings, www.si.edu/folkways, 1990.

Hap Palmer Sings Classic Nursery Rhymes. Activity Records, 1991. Good for learning the tunes to the classic rhymes.

Hap Palmer "So Big": Activity Songs for Little Ones. Hap-Pal Music, 1994. Includes tracks with instrumental only after the tracks with words. The "Rock and Roll Freeze Dance" is a great start/stop game to use with instruments or dancing.

I am Special Just Because I'm Me. Thomas Moore. Clay Music.
www.drthomasmoores.com, 1986.

If You're Happy and You Know It: Sing Along with Bob #1. Bob McGrath from Sesame Street sings traditional children's favorites. Also see *Sing Along with Bob #2*. These are great classic song collections.

Johnette Downing: Wild and Woolly Wiggle Songs. Johnette Downing. New Orleans, LA, 2000. Fun zydeco, blues and jazz style original songs for kids. Our favorite to use in musical story times is "Ants in Your Pants."

Oo-pples and Boo Noo Noos; Songs and Activities for Phonemic Awareness. Hallie Kay Yopp and Ruth Helen Yopp. Second edition. Harcourt. Comes with book.

Rhythm Child: Drum Circle Sing-A-Long. Positive Music for Kids. rhythmchild.net, 2005.

Wee Sing (series). Price Stern Sloan. This series covers most children's classic songs, action songs and fingerplays. The series includes Sing-Alongs, Silly Songs, and others. "The Finger Band," a great one for musical story time, is in *Children's Songs and Fingerplays*.

Wiggleworms Love You. Old Town School Recordings, 2005. Contains many favorite children's songs, many with movement and other participatory possibilities. Includes lyrics sheet. Some in Spanish. Wiggleworms is an early childhood music program started at the Old Town School of Folk Music in Chicago.

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RESOURCES FOR MUSICAL STORY TIMES: Reference Books; Web Sites and Blogs; Vendors for Musical Instruments and Puppets

Reference Books

- Aliki. *Ah, Music!* Harpercollins, 2003. Introduction to what music is (sound, rhythm, melody, etc.) and all about it from instruments, composers, history and diversity of types of music.
- Boston, Lisa. *Sing! Play! Create! Hands-on Learning for 3-to-7-year-olds*. Williamson Books, Nashville, TN, 2006.
- Cobb, Jane. *What'll I Do with the Baby-O? Nursery Rhymes, Songs, and Stories for Babies*. Black Sheep Press, Vancouver, British Columbia, Canada, 2007. (CD included). Available from www.blacksheeppress.com.
- Connors, Abigail Flesch. *101 Rhythm Instrument Activities for Young Children*. Gryphon House, Beltsville, MD, 2004.
- Daily, Susan M. *Sing a Song of Storytime*. Neal-Schuman Publishers, 2005.
- Diamont-Cohen, Betsy. *Mother Goose on the Loose*. (Includes CD-ROM). Neal-Schuman Publishers, New York, 2006.
- Dixon, Tiara and Paula Blough. *The Sound of Storytime*. Neal-Schuman Publishers, 2006. (Includes CD).
- Feierabend, John M. (Compiler). *The Book of Bounces: Wonderful songs and rhymes passed down from generation to generation for Infants & Toddlers*. GIA First Steps, Chicago, 2000.
- Feierabend, John M. (Compiler). *The Book of Tapping & Clapping: Wonderful songs and rhymes passed down from generation to generation for Infants & Toddlers*. GIA First Steps, Chicago, 2000.
- Ghoting, Saroj Nadkarni and Pamela Martin-Diaz. *Early Literacy Storytimes @ Your Library: Partnering with Caregivers for Success*. American Library Association, Chicago, 2006. [This book includes actual scripts, what you can say as literacy tips/information in storytime to the adults to help them understand how these activities enhance their child's early literacy skills.]

- Kleiner, Lynn and Christine Stevens. *Remo Sound Shape Playbook: Drumming Games and Other Music Activities for Percussion*. Plank Road Publishing, 2006.
- Krull, Kathleen (collected and arranged by). *Gonna Sing My Head Off! American Folk Songs for Children*. Alfred A. Knopf, 1992.
- Langstaff, Nancy & John. (Illustrated by Jan Pienkowski). *Jim Along, Josie: A Collection of Folk Songs and Singing Games for Young Children*. Harcourt Brace Jovanovich, 1970.
- Maddigan, Beth (text) and Stefanie Drennan (program plans). *The Big Book of Stories, Songs, and Sing-Alongs: Programs for Babies, Toddlers, and Families*. Libraries Unlimited. Westport, CT, 2003.
- Marino, Jane. *Sing Us a Story: Using Music in Preschool and Family Storytimes*. H.W. Wilson, 1994.
- Painter, William M. *Musical Story Hours: Using Music with Storytelling and Puppetry*. Library Professional Publications, Hamden, CT, 1989.
- Reid, Rob. *Something Musical Happened at the Library*. ALA Editions, American Library Association. Chicago, IL, 2007.
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- Silberg, Jackie, and Schiller, Pam, compilers. *The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants*. Gryphon House, Inc., Beltsville, MD, 2002.
- Silberg, Jackie. *The I Can't Sing Book: For Grownups Who Can't Carry a Tune in a Paper Bag...But Want to Do Music with Young Children*. Gryphon House, Beltsville, MD, 1998.
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Web Sites

Children's Music Network

www.cmnonline.org

"Connecting people who celebrate the positive power of music in children's lives by exchanging ideas, visions, and music."

A non-profit organization whose members support, celebrate and cultivate the ideals of: cooperation, diversity, self-esteem, respect and responsibility for the environment, non-violence and social justice by, for and with children through music.

Children's Music Web

www.childrensmusic.org

A non-profit resource for children, parents, teachers and children's performers worldwide. Also sponsor of the Children's Web Awards—the only contest guided by adults whose winners are chosen by kids.

Mojo's Musical Mouseum

www.kididdles.com

Lyrics to favorite children's songs, many with MIDI files so you can hear the music. Searchable by subject, alphabetically, or you can enter a title search.

Music Rhapsody

<http://musicrhapsody.com>

(888)try-music

1603 Aviation Boulevard

Redondo Beach, CA 90278

(310) 376-8646

Fax: (310) 376-8490

Founder Lynn Kleiner is a noted music educator, who created programs that let parents (and teachers) and children make music on real instruments. She is the author of books that instruct parents and teachers in ways to use music with children. Based in Redondo Beach, California, Kleiner and her trained staff offer workshops, classes and events. The website also is a source of instruments (her own line), puppets, reference and story books for use with kids and music.

National Institute of Environmental Health Sciences Kids' Pages

www.niehs.nih.gov/kids/musicchild.htm

A non-profit government educational website authorized by a 1997 Presidential Memorandum, designed to, among other things, assist children in learning to read. Includes lyrics and MIDIs to a number of favorite children's songs.

Reading Is Fundamental (RIF)

<http://www.rif.org/leadingtoreading/en/babies-toddlers/>

RIF's website for young children, "Leading to Reading," is a free resource to help parents and childcare providers develop the language skills of their infants, toddlers, and preschoolers. You'll also find the words and be able to hear the music and sing along to songs, nursery rhymes and lullabies, terrific video of how to do favorite fingerplays, and books and games to read, watch and play together. The parents' tab contains featured books and activities, articles and advice. Available in English and Spanish.

Santa Monica Public Library, Kids' Web

www.smplkids.org

Our kids' page includes information and resources for pre-readers, kids, parents and teachers, including a page on emergent literacy

http://www.smplkids.org/parents/emergent_lit/emergent_lit.htm

that includes suggested books, songs and rhymes and tips on how to help build emergent literacy skills at home as well as during story time.

The Teacher's Guide: Children's Songs

<http://www.theteachersguide.com/ChildrensSongs.htm>

Lyrics and MIDI's for many children's songs, with links to other such sites.

Blogs

🎵 ALSC Blog

<http://www.alsc.ala.org/blog/>

The mission of the ALSC Blog is to provide a venue for coverage of time sensitive news in children's librarianship, current issues in the field, and programs, conferences, initiatives, resources, and activities of interest to ALSC members and those interested in children's librarianship. Check the archives, too. For example, Blogger Ann Crewdson has highlighted early literacy skills and provided suggested booklists.

🎵 Kids Music That Rocks

<http://kidsmusicthatrocks.blogspot.com>

Warren Truitt, librarian in the Children's Room at NYPL, reviews children's music CDs and live performers.

🎵 **Walter Minkel's Blog: The Monkey Speaks**

<http://themonkeyspeaks.wordpress.com/about/>

Minkel is currently supervisor and primary programmer at the Early Childhood Center at NYPL. He reviews books for *SLJ*, Multnomah (OR) County Library and Berkeley (CA) Public Library. He is also author of books and articles. In his blog, Minkel speaks his mind on libraries and young people, and offers links to other useful blogs. You can check out his archived entries, which he has divided into categories, one of which is "Kids & Music." Minkel is a proponent of using ukuleles to bring songs and stories to kids.

Vendors

(Also check your local music and educational supply vendors)

Musical Instruments

Bang a Drum

www.bangadrum.com

Source for hand drums and percussion from around the world.

Lakeshore

<http://www.lakeshorelearning.com/home/home.jsp>

Source for musical/rhythm instruments (also puppets) as well as many other education supplies for education and fun. Also has store locations around the country.

MusicK8.com

www.musick8.com

Online home of Music K-8 Magazine and the Music K-8 Marketplace. Source for musical instruments including Remo drums, and resources for music teachers.

Music Rhapsody

<http://musicrhapsody.com>

(888)try-music

1603 Aviation Boulevard

Redondo Beach, CA 90278

(310) 376-8646

Fax: (310) 376-8490

Founder Lynn Kleiner is a noted music educator, who created programs that let parents (and teachers) and children make music on real instruments. She is the author of books that instruct parents and teachers in ways to use music with children. Based in Redondo Beach, California, Kleiner and her trained staff offer workshops, classes and events.

The website also is a source of instruments (her own line), puppets, reference and story books for use with kids and music.

Rhythm Child Network

<http://www.rhythmchild.net/>

(310) 575-9372

A specialized resource for teachers, parents and caregivers looking for ways to interact with their children to bring about cultural understanding, musical appreciation, and creative expression. Live classes and performances in southern California, but also offer CDs and help filling rhythm instrument needs.

Puppets

(Puppets are also often available at toy and discount stores, and unexpected places!)

Folkmanis

www.folkmanis.com

Source for beautifully-made puppets. Folkmanis puppets are often available through other puppet vendors, online and in stores.

Lakeshore

<http://www.lakeshorelearning.com/home/home.jsp>

Source for puppets as well as musical instruments and many other education supplies for education and fun. Also has store locations around the country.

Mister Andersons Company

www.misterandersons.com

Puppets, resource guides, programming ideas, and books, resources for storytime. "Brings the spark to storytime in libraries, in schools and at home."

Ott's Enterprise

www.thepuppetpeople.com

Dennis & Krista Ott

39719 Chambray Dr.

Murrieta, CA 92563

(866) 600-1240 (toll free)

dennis@the puppetpeople.com

Krista@thepuppetpeople.com

Great source for Folkmanis puppets. Based in California, but they sell primarily online.

Puppet Jungle (a Learning Port store)

www.puppetjungle.com

School and library purchase orders accepted. Source for Folkmanis, mitts, finger and hand puppets from a variety of companies, as well as puppet theaters. Many at a discount.

Puppet Universe

www.puppetuniverse.com

Includes finger puppets, hand puppets and full body puppets from many makers and in various price ranges.

Clap! Shake! Play! Sing!
Ilene Cohen and Ann Wagner
Santa Monica Public Library

Research Quotes: The Importance of Music in Story Times and How It Builds Emergent Literacy Skills

Singing songs assists childhood development of phonological awareness, one of six early literacy pre-reading skills.

Dr. Grover C. Whitehurst and Dr. Christopher Lonigan
"Every Child Ready to Read @ Your Library Parent Guide"
A joint project of the Public Library Association and the Association for Library Service to Children (PLA/ALS/C), 2004.

Sing-along activities are particularly useful for motivating young children to learn to read and to improve their reading skills.

Office of Management, National Institute of Environmental Health Sciences, National Institutes of Health, Department of Health and Human Services
"Purpose, Character of Use, and Authorization for the NIEHS Kids' Pages" Retrieved 1/7/08 from <http://kids.niehs.nih.gov/authorization.htm#whitehouse>

While the children are having fun, important learning is taking place. Musical elements are introduced, and the rhymes, rhythm and repetition sensitize children to the sounds of language (phonemes), an important predictor of later success in reading. (Neuman, Copple, and Bredekamp 2000).

Hap Palmer
"The Music, Movement and Learning Connection"
Young Children, September 2001
Retrieved January 7, 2008 from
<http://www.happalmer.com/articlepg1.htm>

Music optimizes brain development, enhances multiple intelligences, and facilitates bonding between adult and child.

Jackie Silberg
125 Brain Games for Toddlers and Twos. Gryphon House, 2000. Page 101.

Songs are a wonderful way to build phonological awareness because there is a different note for different syllables. Phonological awareness, the ability to play with the smaller sounds in words, is the early literacy skill that is most directly and naturally linked to rhymes, songs, and finger plays.

Ghoting, Saroj Nadkarni and Pamela Martin-Diaz
Early Literacy Storytimes @ Your Library: Partnering with Caregivers for Success
American Library Association, 2006

[Using rhythm instrument activities]... expands your movement repertoire and vocabulary. ...The vocabulary stays with them—because they're doing it while they're hearing the words....These activities also promote understanding of concepts such as up and down, over and under, high and low, soft and loud, short and long, in and out, and stop and go. With all of these possibilities, rhythm instruments are truly an extraordinary learning tool, and they're so much fun!

Abigail Flesch Connors
101 Rhythm Instrument Activities for Young Children
Gryphon House, 2004, pg. 8

As anyone who has presented storytimes can attest, music adds more than pizzazz to programs....At a purely functional level, music serves several valuable functions in preschool programs. It helps settle a crowd and it allows for the release of pent-up energy. The feeling of familiarity and comfort it engenders has few equals in the early learning environment.

Susan M. Dailey and Nancy Carroll Wagner
Sing a Song of Storytime
Neal-Schuman Publishers, 2007(4?), page XV

From songs, children learn words, sentences, rhythm rhyme, and repetition, all of which they'll find later in the books they read.

Mem Fox (children's book author and associate professor of literacy education, Flinders University, Australia)
Reading Magic
Harcourt, 2001, page 85

Because awareness of music and its elements develops at about the same rate as speech, music can serve as a powerful ally in the development of sound awareness and language skills.

John M. Ortiz
Nurturing Your Child with Music: How Sound Awareness Creates Happy, Smart and Confident Children
Beyond Words Publishing, 1999, page XV

Phonemic awareness is one of the most potent predictors of success in learning to read. Chants, rhymes, songs and books that play with language in such a way as to draw children's attention to sounds help to develop phonemic awareness.

Hallie Kay Yopp and Ruth Helen Yopp (Both are professors of education)
Oo-pples and Boo-noo-noos: Songs and Activities for Phonemic Awareness (second edition)
Harcourt School, 2003, page 9

Many traditional home and school reading activities, such as reciting nursery rhymes, reading alphabet books, sharing poems and riddles, or singing songs, help to develop phonemic awareness by drawing children's attention to the sounds of language and manipulating sounds in a playful environment.

Lori Jamison Rog
Early Literacy Instruction in Kindergarten
International Reading Association
Newark, DE, 2001, page 19

Young children learn by playing. Parents can help stimulate language and literacy development by singing lullabies, dramatizing their child's favorite story, and engaging in other fun activities.

"Fast Facts on Raising Readers: What Families Can Do. America Reads Challenge",
U.S. Department of Education.
Retrieved November 17, 2007 from Reading Is Fundamental Leading to Reading website:
www.rif.org/leadingtoreading/en/groun-ups/articles/raisingreaders.msp

Because music is a complex activity, it may help prepare the developing infant for its mental life ahead. Music processing helps infants to prepare for language....Mother-infant interactions involving music almost always entail both singing and rhythmic movement....This appears to be culturally universal.

Daniel J. Levitin, Neuroscientist, McGill University
This Is Your Brain on Music: The Science of a Human Obsession.
Dutton, Penguin Group (USA) Inc., NY, NY, 2006

In recent years, with a strong national focus on early literacy, we have begun to examine and define the valuable role singing songs and reciting chants and rhymes plays in laying the foundation for reading readiness. We know, for example, that singing songs and reciting chants and rhymes help build vocabulary and develop sound discrimination....With conscious effort, singing songs and reciting rhymes and chants can be used to provide opportunities for children to develop letter knowledge and recognition and to become familiar with the conventions of print. Songs, chants, and rhymes can be used to develop every aspect of reading readiness including disposition (desire to read).

Pam Schiller, Ph.D. (early childhood consultant) and Thomas Moore, Ph.D. (early childhood consultant)
Do You Know the Muffin Man? Literacy Activities Using Favorite Rhymes and Songs.
Gryphon House, 2004, page 7, 10-11.

Singing, chanting, and finger-plays provide enjoyable opportunities to stretch children's language....The rhythm created in nursery rhymes highlights and segments speech sounds in a way that conversation does not....Being able to consciously attend to sounds in words apart from words' meanings is a critical component of phonological

awareness.... Some phonemic awareness training methods involve children's clapping or other rhythmic activity to coincide with spoken words or syllables.

McGee, Lea M. (University of Alabama) and Donald J. Richgels (Northern Illinois University)
Literacy's Beginnings: Supporting Young Readers and Writers
Pearson Education, Boston, MA, 2004

Research has identified rhythm as a factor in learning, language development and memory....Music teaches the rhythm of language. When you sing, you put vowels and consonants in a rhythmic pattern that enhances language skills. So the more music your child has in her life, the more likely she will develop good speaking and language skills....Speaking rhythmically is a wonderful pre-reading skill.... Remember to sing often. Children love to be sung to regardless of the quality of your voice.

Jackie Silberg
The I Can't Sing Book: For Grownups Who Can't Carry a Tune in a Paper Bag...But Want to Do Music with Young Children
Gryphon House, Beltsville, MD, 1998

Music helps cultivate a life-long skill and interest in reading, in stories, in books, in using libraries....There is a whole world of benefit and enrichment for children that can result from enhancing stories with music.

William M. Painter
Musical Story Hours: Using Music with Storytelling and Puppetry
Library Professional Publications, Hamden, CT, 1989

Parents need reassurance that their voice is the baby's favorite voice, no matter what it sounds like.... Everything a child learns about language and communication in the first few years of life will determine the difficulty or ease with which he later learns to read and write at school.... Bouncing rhymes, or lap rhymes, especially, are enormously powerful in teaching the beat of language....The rhyme and alliteration in nursery rhymes helps the baby tune in to the smaller units of sound in language...Later this same skill will be required for learning how to read....Many nursery rhymes have little stories in them...They have a beginning, a middle and an end. Children who become familiar with this pattern develop an understanding of basic story structure. This is a narrative skill that will be required for reading and reading comprehension....Songs have a stronger rhythm and beat than conversational language. Songs break words into syllables.... Songs introduce unique vocabulary. What a wonderful way for children to hear about twinkling stars, and babushkas, and silver moons sailing o'er the sky!

Jane Cobb, BA, MLS
What'll I Do with the Baby-O? Nursery Rhymes, Songs, and Stories for Babies
Black Sheep Press, Vancouver, British Columbia, Canada, 2007

Songs, rhymes and chants are wonderful means of teaching stress and intonation patterns of English...Music and rhythm make it much easier to imitate and remember language than words which are just spoken.... You can use a song or a chant to teach children the sounds and rhythm of English and to reinforce structures and vocabulary.

Cakir, Abdulvahit, Gazi University (Ankara, Turkey)

“Musical Activities for Young Learners of EFL”

Retrieved March 17, 2006 from The Internet TESL Journal, <http://iteslj.org/Lessons/Cakir-MusicalActivities.html>

You can't help but fall in love with language when you experience it with rhythm, cadence, rhyme, and melody. Keep a song in your heart and a poem in your pocket—they are great tools for developing a foundation for literacy!”

Pam Schiller, Ph.D. (early childhood consultant) and Thomas Moore, Ph.D. (early childhood consultant)

Do You Know the Muffin Man? Literacy Activities Using Favorite Rhymes and Songs.

Gryphon House, 2004, page 11.

The most significant research to impact library programming is the clear evidence that phonological sensitivity and letter-knowledge skills are highly predictive of later reading success.... The NICHD National Reading Panel reports that a minimal amount of phonemic instruction could have a positive effect on word-reading outcomes...Libraries are well suited to provide this amount of instruction as part of existing programming. The PLA/ALSC Emergent Literacy/Early Childhood Task Force is committed to promoting children's literacy development through the Preschool Literacy Initiative and demonstrating that public libraries are valuable partners in preparing children for learning to read.

Renea Arnold

“Public Libraries and Early Literacy: Raising a Reader” in *American Libraries*, September 2003, Vol. 34, No. 8, pp. 48-51.